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STATE OF ARIZONA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967, TITLE I, P.L. 89-10, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.

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IN THIS REPORT ARIZONA'S 1967 COMPENSATORY EDUCATION PROJECTS ARE EVALUATED ACCORDING TO THE FORMAT STIPULATED BY THE OFFICE OF EDUCATION. A MAJOR ACCOMPLISHMENT HAS BEEN THE DEVELOPMENT OF PROGRAMS TO TEACH ENGLISH AS A SECOND LANGUAGE TO THE AMERICAN INDIAN AND MEXICAN-AMERICAN STUDENTS WHO CONSTITUTE THE LARGEST SEGMENT OF ARIZONA'S DISADVANTAGED YOUTH. THE ESTABLISHMENT OF PRESCHOOL AND KINDERGARTEN PROGRAMS AND THE EFFECTIVE EMPLOYMENT OF TEACHER AIDES ARE FELT TO BE OTHER ACHIEVEMENTS. THE REPORT CONTAINS DATA ON THE STUDENTS' PERFORMANCE ON THE METROPOLITAN ACHIEVEMENT TEST IN READING AND ARITHMETIC AND ON THE STANFORD ACHIEVEMENT TEST IN READING. IT ALSO DESCRIBES SEVERAL EXEMPLARY PROJECTS. (LB)

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STATE OF ARIZONA

ANNUAL EVALUATION REPORT

FISCAL YEAR 1967

Title I, P. L. 89-10

Elementary and Secondary Education Act of 1965

LMODS 762

STATE EVALUATION

1. Major Achievements

Title I has made educational programs possible that would not have been possible for many years in Arizona.

One of the greatest contributions of Title I in Arizona has been the development of projects involving English as a second language. Our largest groups of educationally deprived children have been the Indians and Mexican-Americans. With the availability of Title I funds, a major emphasis has been placed on bi-lingual education. In conjunction with these ethnic groups, reading centers have been established in 38 schools in the State with an additional 91 projects in the State emphasizing reading as a high priority need in the school district.

There are several "major" problems confronting Arizona school children. Many Arizona children do not come from an English speaking home. Arizona does not have statute provision to make available State support to districts for pre-first grade programs. Children do not receive enough individual attention from the teacher due to large class loads and excessive paper work load of the teacher. The problem of children whose home background is not an English speaking one, is such that some children speak only SPANISH while other children speak only NAVAJO, HOPI, or APACHE when they enter school for the first time. Teaching English as a second language therefore is a many phased challenge, depending upon the language spoken at home by the student. The problems of the Spanish speaking child differ from those of the Navajo speaking child, etc. It is a major achievement in Arizona for school districts to be able to devote the expenditure of funds towards solving the problem of non-English speaking children.

Programs to provide for the needs of children prior to the first grade are considered a major achievement in Arizona. Many school districts have accepted the opportunity to provide kindergarten classes for their pre-first grade students with Title I money, including Balsz, Cartwright, Washington, Fowler, McNary, Safford and Douglas School Districts. Most of these schools report first grade children better able to cope with first grade work as a result of a pre-first grade experience. This is considered a major achievement because Title I may well be the vehicle to convince the people of Arizona, and hence the Arizona Legislature, that kindergartens are a valuable segment of an elementary school program and kindergartens should become a statewide reality in every elementary school district.

A very high percentage of Arizona Local Educational Agencies (LEA's) have employed teacher aides as a means of providing more individual attention for the children. Teacher aides (usually housewives from low-income families) have been utilized to work with small groups of students in the classroom, assist with play activities on the playground, maintain order on buses, and relieve the teacher of paperwork that does not require professional skills to complete. The teacher, once relieved of menial paperwork, also has more time to give attention to the individual needs of the students. Some schools report a reduction in accidents on playground and injuries since aides have been employed to supervise play areas and bus routes.

2. Description of Activities and Methods

2A. State Educational Agency Services to Local Educational Agencies

The SEA initially made sub-allocations to all eligible Title I school districts in the State. The SEA held 14 county meetings with all school personnel involved in writing Title I projects. The filmstrip "Off and Running" was presented. In addition

to the filmstrip the instructions and 1967-68 application forms were presented and explained to the groups by using an overhead projector. Question and answer periods followed the presentations. Representatives of the SEA, Research and Finance Division, outlined the fiscal procedures necessary to facilitate the operation of Title I projects.

Upon request, members of the SEA staff visited the LEA and assisted in writing their proposal. Rough drafts of proposals were hand carried to the SEA office for initial reviews and modifications.

The SEA staff members visited many of the projects, took pictures, and wrote summaries of their projects for general dissemination purposes.

LEA's were left to their own initiative to determine the local needs of the children. LEA's consulted with SEA concerning legality of their proposed projects. A limited number of LEA's requested SEA to guide them in writing the narrative section (Part II, Item 13) of their proposal. LEA's requested of SEA explanations of most up-to-date Federal Guidelines in order to write approvable projects.

Many LEA's felt hampered by the late (July 15) date of release of initial allocation information. This late date was the cause of inadequate time to plan a program for the ensuing September when classes would begin. Many districts feel information concerning the amount of money available to them should be made available the previous March when the law requires teacher contracts be negotiated. The rush of project applications places a burden upon the SEA to approve projects and release funds in order for LEA's to meet opening school payrolls.

SEA constructed an evaluation instrument (using USOE Guidelines) as a means to prompt LEA's to engage in self evaluation as well as enable SEA to glean needed information for USOE.

trained personnel were hired and several electronic reading centers were established. To improve the attitude toward self, counseling and guidance services were expanded and additional psychologists were hired. Where necessary psychiatric treatment was made available. (Thirty-six percent of the total projects were planned specifically for counseling and guidance services.) Special interest was shown in children, that prior to Title I, were left to solve their own problems if possible.

As indicated above, all of the Class "A" schools established reading centers, hired additional personnel and where needed, conducted in-service programs for the staff working with the educationally deprived.

To improve study skills, seven after-school study centers were maintained in the Class "A" group of schools. Five of these were reported as well-attended and successful. Over seventy percent of the schools in the State developed resource centers for independent study and for sources of motivation to disinterested students.

To improve speech, twenty-one projects included speech and hearing specialists that were hired or placed on contract to identify and serve needy students. Fifty-three (thirty percent) of Arizona's Title I projects developed language labs of various types to meet needs of students with speech difficulties.

Students who were potential dropouts were given opportunities to develop vocational skills and communication skills that would increase their interests enough to retain them on the school rolls. One-third of the projects included summer schools where educationally deprived students could take make-up classes or receive individual help in weak areas. In many cases textbooks were provided for children who could not afford to purchase their own books and tuition fees were waived for needy students. The potential dropouts have been given many new opportunities to encourage them to remain in school.

2D. Title I Activities and Those of Other Federal Programs

Fifteen of the Class "A" districts reported correlating ESEA Title II and NDEA Title V with their Title I project activities. Title II purchased films, filmstrips, study prints, books, tapes and other audio-visual materials. NDEA Title V supplied guidance personnel for projects making use of guidance and counseling services.

NDEA Title III supplied equipment (overhead projectors, tachistoscopes, kilns for arts and crafts, and microscopes for science, etc.) in a variety of projects including reading. Eleven districts reported using NDEA III and V funds to correlate with Title I projects. Eight districts reported using National Youth Corps (NYC) aides. Some districts used these aides as in-school employees and one district provided NYC youths with guidance services. Four LEA's reported correlating U. S. Department of Agriculture Food Programs with Title I programs. Food was used in conjunction with breakfast programs, snack programs, and to support lunch programs. Four school districts reported correlating Community Action Agency (CAA) programs with Title I efforts. In all four instances, CAA headstart and pre-school programs aided the children in the LEA. Three school districts referred families to the medical aid to indigent families program.

2E. Staff Development and Utilization

The following methods were considered successful by the indicated number of LEA's in the nineteen Class "A" schools:

Activities	Participating Districts
In-service training of staff	14
Use of lay persons as teacher aides or in assignments not requiring certified personnel	13

Activities	Participating Districts
Summer school	11
Recruitment of new teachers	11
Recruitment of teachers who had dropped out of the teaching profession	4

2F. Involvement of Non-Public School Children

In Arizona the Catholic Diocese has a representative who acts as liaison between some of the non-public schools and the SEA. The SEA office made a survey of all non-public schools identifying their exact location. A separate form was required from school districts to be included with their application, listing non-public schools that have children in the district poverty pockets.

Where non-public schools were not close enough to participate directly in the Title I program, equipment was loaned to the non-public schools and/or specialists from the school district went to the non-public schools to provide the same services as were made available to the public school children.

Four thousand and eight children from the non-public schools participated in the Title I programs of the Class "A" group. No specific types of programs involved non-public school children more than any other.

2G. Programs Designed for Handicapped Children

Ten LEA's educated children living in institutions for neglected and delinquent. These districts were informed of their obligation to these children via county seminars conducted by the SEA. Two types of approaches were coordinated to help these children. The first approach was concentration of academic activities designed to bring the student at least up to grade level. The second approach was offering

activities designed to improve the student's self image. Such activities included arts, crafts, industrial arts programs and music programs. LEA's reported success with coordinating both approaches.

Another type of handicapped child serviced by Title I funds is the mentally retarded. These children have been serviced by school districts following State Department of Public Instruction Guidelines for establishing classes for such students. These guidelines suggested classes of a maximum of fifteen students taught by a specially trained teacher.

The following account describes the problems of the neglected and delinquent in Alhambra District. These children have been involved in their total Title I program for the educationally deprived.

> Within the Cordova School there are at least twelve children that would be definitely considered neglected. There are approximately another twenty-five who are probably border-line cases, falling somewhere between "cared-for" and "neglected" classifications at a given time.

The greatest concentration of these children is found at the Baptist Children's Home, which now has nine pupils enrolled here. (Enrollment is usually higher.) Children are placed at the Home by referral from within the Baptist organization and by various welfare departments. All the children are from broken homes, homes with only one parent, homes that are disintegrating, or orphans. Almost every pupil from the Home has demonstrated at school that some facet of neglect has been a major factor in social, emotional, or physical maturation. The Home has done an excellent job of evaluating the individual problems and treating them to restore the children to a nearly-normal situation. There have been some failures, usually because they were referred too late to build a good foundation for the child's benefit.

A typical case is a boy, left with his father and siblings when the mother deserted the family. The father tried to rear the children properly, but supervision by the older children was haphazard at best, and the youngest were placed in foster homes. The boy was sent to the Children's Home as a way of getting him into school as well as provide a proper physical, emotional, and nutritional environment. The lack of love, as well as the physical necessities had developed a poor self-concept and a disregard for the rights and feelings

of other people. This hindered his academic achievement as well as his social development and fostered discipline problems in the classroom in spite of normal intelligence.

This brief summation of the Title I project directed to boys of Arizona Boy's Ranch was included in Queen Creek School District's evaluation for the neglected and delinquent.

The program at Arizona Boy's Ranch consists of two phases. The first because of the weakness of the boys in academic subjects provides an enriched course of study in the basic subjects; reading, language arts, social studies, mathematics, and science. In the second phase we are attempting to help the boys develop a personal sense of achievement. To use initiative and imagination in creative projects.

You have asked for an evaluation of the program thus far and the yardsticks by which we say we are successful. In phase one, the boys who came to us at least one grade level below the average for their age group are now less than one half year below grade level in achievement. They are now working and studying with interest and incentive on the same material as other children of their ages. A few are now reaching above average percentiles in their subject achievement.

The achievement in the second phase though measured subjectively is real and thus far shows evidence of success. The boys who used to be a group apart from the other children; belligerent, not cooperative, now take an active part in programs, class activities even to accepting parts on music programs. In the field of arts and crafts these boys are among the most determined to make their projects whether a water color, wood carving or embossed metal work, the very best in its class, and they talk with pride and enthusiasm of their accomplishments. There is also measurable improvement in classroom behavior and obedience to teachers.

3. Problems Resolved

3A. Two major problems encountered by LEA's were personnel shortages, and academic deficiencies of students. Personnel shortages were relieved via in-service training of present staff members. Academic deficiencies of students were relieved by small group instruction which was facilitated by the use of teacher aides as described elsewhere in this evaluation report.

3B. Major problems on federal level needed to be resolved. LEA's must know more specific information at an earlier date in order to plan their projects for the following fiscal year. LEA's must know by March of the previous fiscal year the amount of funds they will receive under Title I, and as many guidelines as possible that will govern these funds. This is essential since teacher contracts have to be negotiated by March to satisfy a legal requirement. Since title I programs are entering their 4th year, Title I teachers, if given a contract, will be on tenure status. Therefore, LEA's cannot issue contracts guaranteeing tenure on a conditional basis contingent upon the receipt of Title I funds six to eight months hence.

Metropolitan Achievement Test (Reading)

District	Date Admin.	Form	No. of Students	Raw Score Mean	Raw Score Standard Deviation	25th Percentile & Below	26th to 50th Percentile	51st to 75th Percentile	76th Percentile & Above	Grade
Murphy Pre-Test	1-27-66	A	192	22.19	-13.19 + 8.81	76	112	4	0	4,5,6
Murphy Post-Test	5-13-67	B	192	30.13	-17.13 + 9.87	60	48	76	8	4,5,6
Tucson #1 Pre-Test	Sept. 1965	A	1257	Stanine 4.15	None	324	882	None	51	3,4
Tucson #1 Post-Test	Sept. 1966	B	1285	Stanine 3.58	None	621	620	None	44	3,4
Cartwright	7-20-67	B	9	10.88	- 2.62	8		1		1
Cartwright	7-20-67	B	8	18.50	- 2.0	7	1			2
Cartwright	7-20-67	A	10	14.8	+ .2	5	5			3
Cartwright	7-20-67	A	7	15.3	- .3	7				4
Cartwright	7-20-67	B	9	21.3	+ 2.3	3	4	2		5
Cartwright	7-20-67	B	6	31.3	+ .7			6		6
Cartwright	7-20-67	B	12	21	+ 1.0	2	6	3	1	7

METROPOLITAN ACHIEV
(Arithmetic)

School District	Date	Grade	Test Section	F Value	I.Q. Mean	Form
Washington Elementary School	10/66	7 & 8				A
"	5/67	7 & 8				A

CALIFORNIA ACHIEVE
(Arithmetic)

Phoenix School Dist. #1	67	7	Reasoning	29.5	87	
"	67	7	Fundamentals	34.7	87	
"	67	4	Reasoning	68.7	92	
"	67	4	Fundamentals	62.8	92	

N ACHIEVEMENT TEST
rithmetic)

Form	Number of Students	Raw Score Mean	Raw Score Standard Deviation	0 to 25th Percentile	26th to 50th Percentile	51st to 75th Percentile	76th Percentile
A	216			139	62	15	
A	216			75	89	52	2

A ACHIEVEMENT TEST
Arithmetic)

	99	18.7	7.2				
	99	29.7	12.5				
	156	14.4	9.1				
	156	17.1	8.4				

STANFORD ACHIEVEMENT
(Reading)

School District	Date	Grade	Test Section	Range	Stanine	Form
Phoenix Union High School	5/67	9	Spelling			X
"	5/67	9	Intermediate Language			X
"	5/67	9	Word Meaning			X
"	5/67	9	Paragraph Meaning			X
Isaac Elementary School	4/66	2	Reading	1.2-1.8		W
"	4/67	2	"	1.6-2.1		X
"	4/66	3	"	1.5-1.09		W
"	4/67	3	"	1.6-2.9		X
"	4/66	4	Reading	.8-1.9		W
"	4/67	4	"	2.5-3.7		X
"	4/66	5	"	2.7-3.4		W
"	4/67	5	"	3.0-4.3		X
"	4/66	6	"	5.1-4.4		W
"	4/67	6	"	3.4-6.5		X
"	4/66	7	"	3.0-6.0		W
"	4/67	7	"	3.7-6.8		X
"	4/66	8	"	3.0-6.6		W
"	4/67	8	"	3.5-7.9		X
Wilson Elementary School	4/67	4	Paragraph Meaning		2.55	
"	4/67	5	"		3.3	
"	4/67	6	"		3.1	
Alhambra Elementary School	9/66	4	Word Meaning			W
"	9/67	4	"			W
"	9/66	4	Paragraph Meaning			W
"	9/67	4				W
"	9/66	4				W
"	9/67	4				W
Fowler Elementary Schoo!	3/66	8	Reading			W
"	3/66	7	"			W
"	3/66	6	"			W
"	3/66	5	"			W
"	3/66	4	"			W

* Wilson District reported standard deviation squared. Wilson District also reported stanine groups instead of P

** Alhambra District reported grade level mean.

IEVEMENT TEST

ding)

Form	Number of Students	Raw Score Mean	Raw Score Standard Deviation	0 to 25th Percentile	26th to 50th Percentile	51st to 75th Percentile	76th Percentile and above	Average Grade Placement
X	355	5.8	5.25	51	77	87	140	
X	359	4.5	3.43	102	135	75	47	
X	344	5.3	4.40	72	88	82	102	
X	344	5.2	4.39	65	95	92	92	
W	100							
X	100							
W	104							
X	104							
W	69							
X	69							
W	52							
X	52							
W	38							
X	38							
W	71							
X	71							
W	40							
X	40							
	238		2.94*	158	70	7	3	
	231		2.06	140	75	16	0	
	258		2.71	177	63	11	7	
W	32	3.19**		22	10			
W	32	3.84		15	12	4	1	
W	32	2.96		24	7	0	1	
W	32	3.58		18	11	3	0	
W	32	2.47		26	5	1	0	
W	32	3.68		15	6	11	0	
W	3							4.2
W	3							5.0
W	5							4.4
W	11							3.8
W	8							2.3

nstead of percentiles.

TITLE I PROJECT CONSIDERED EXEMPLARY BY SEA IN ARIZONA

KAYENTA ELEMENTARY SCHOOL DISTRICT

The Kayenta Elementary School District is located in Monument Valley, Arizona in the heart of the Navajo Indian Reservation. Many children enter school for the first time unable to speak English.

Kayenta Elementary School District has embarked on a program to teach English to Navajo speaking first graders. A reading specialist, Mrs. Hurst, has been hired to devise a method of teaching English to Navajo first graders.

The reading program has three main components. They are: Research to correlate the English language with the Navajo Language; Write first grade classroom materials with English phrases that have been correlated with Navajo phrases; Use first grade reading phrases in first grade physical education program to complement the first grade reading program.

The first grade physical education program has been correlated with the reading program. Teachers are instructed to use certain phrases during the prescribed playground games. The same phrases used in prescribed playground games are carried over into the classroom reading material. The phrases used in the reading program have also been correlated with the Navajo language so the phrases have a direct Navajo translation. Only phrases with direct Navajo translation are used in the prescribed playground games, and then carried over into the first grade reading materials.

The classroom reading materials have been authored by personnel in the Kayenta Elementary School District.

TITLE I PROJECT CONSIDERED EXEMPLARY BY SEA IN ARIZONA

GANADO SCHOOLS, GANADO, ARIZONA

The Ganado Schools are located on the Navajo Indian Reservation in Arizona. The challenge to educate children whose home background is non-English speaking is a great one. The cultural background of the Navajo students does not enforce the teaching of English and does not lend itself to the teaching of skills necessary to gain employment off of the reservation. Ganado schools are providing a comprehensive program for their needy students. This program provides an attack on many of the needs of the students.

Vocational Courses

Vocational courses are offered to meet the needs of students who would prefer to enter employment in various vocational fields. Courses are offered in carpentry, drafting, woodwork, cement work, leathercraft, cooking, sewing and secretarial work. The skills being developed in these courses can aid the student in seeking gainful employment in the immediate area, as well as areas distant from the local school district. This program is also intended to provide for the needs of the dropout prone student so this student will have reason to remain in school.

Family and Community

Courses are offered to help the students make a worthwhile contribution to their family and their community. These courses are in the areas of child care, nursing and personal grooming.

Health

A health program is provided by the school to complement the learning atmosphere for the students. A well fed, health child will learn more readily than a child with hunger and health problems. Milk, juice, vitamins and other diet supplements are supplied to needy students. A physical fitness and body building program has been implemented in order to aid in the development of a sound physical body.

Culture

A cultural program has been implemented in order to develop the interests of students who have indicated a desire for increased knowledge in the area of fine arts. Students who have not experienced success in other areas of learning often find success

in the arts. The success found in the arts results in increasing the confidence of the student to the point where the student will attempt to master other school areas in which he previously lacked confidence.

Band instruments have been purchased and provided for students who otherwise could not participate in the band program due to lack of finances. Trips to larger cities where the arts are professionally performed and displayed, have been planned to enable students to view arts first hand. Trips to larger cities will encompass art exhibits, plays, and concerts.

SUMMARY - P. L. 89-313
STATE EDUCATIONAL AGENCIES

1. Operation and Services

There are five State Agency Institutions in the State of Arizona.

Children's Colony for mentally handicapped
School for the Deaf and the Blind
Crippled Children's Hospital School
Tuberculosis Sanitarium School
State Mental Hospital School

Each of these schools has unique problems which cannot be combined under generalizations.

The SEA staff members visited the sites of these institutions. The Director of Special Education and the Consultants for Title I, met with the administrative and teaching staffs of each of the institutions and assisted them in planning their individual programs.

2. Dissemination

Each institution has its local news bulletin which includes articles concerning Title I programs. There has been little dissemination in addition to these institutional newspapers.

3. Evaluation

Each institution has been completely responsible for its own evaluation. The SEA offered assistance, but were not requested to help the various agencies with their evaluations.

4. The most persistent problem with the state agency schools has been the late indefinite funding and the major decrease in funds this fiscal year. The SEA does not have a staff assigned specifically to 89-313. It is felt that monies or a percentage of the allocation for State Agency Schools should be earmarked for evaluation.

5. Any Inter-relationships with other agencies are explained in the enclosed evaluations.

6. See the enclosed evaluation reports for State Agency Schools.